



ORIGINAL RESEARCH PAPER

Education

EMOTIONAL INTELLIGENCE OF THE B.ED. TEACHER EDUCATORS

KEY WORDS: Emotional intelligence, B.Ed. teacher educators, Locale variations.

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ABSTRACT

Teacher education is a professional programme where teacher educators play important role to provide a comprehensive coverage of professional knowledge, values, skills to their students and have a strong functional orientation and also they should themselves be trained with the present day trend in the system of education to make their trainee students more competitive. Development of both cognitive and non-cognitive aspects of the teacher is the most important demand of the present trend in education. Teachers, the key functionary of any type of education system, are highly required to possess emotional competencies; to make use of these qualities to develop the same in their students. As it is well known emotional intelligence can be developed at any stage of life. At workplace, besides other factors emotional intelligence of the employees plays a significant role for creative and innovative contributions (Cooper & Sawaf, 1988). In the light of the above discussion, investigator attempted to analyze emotional intelligence of the B.Ed. teacher educators due to their locale variations, i.e. rural college teacher and urban college teacher variations. The investigator adopted the normative survey design to conduct the present investigation. By using a standardized tool of emotional intelligence scale of Hyde, et al.(2002), data were collected by Purposive sampling technique from 182 B.Ed. teacher educators of Murshidabad district; where 115 rural teacher educators and 67 urban teacher educators participated. Emotional intelligence (EQ) of the teacher educators has been analyzed by using measure of central tendency, measures of variability and 't' tests are used to analyze the mean differences of the variables. The result of the investigation indicates that emotional intelligence of the B.Ed. teacher educators differs significantly due to their locale variations. It has also been observed that dimensions wise emotional intelligence of the urban teachers are much better in the self-awareness, empathy, emotional stability, managing relation, integrity, self-development and value orientation, where as, self motivation, commitment and altruistic behaviour of the rural teacher educators are significantly better than the urban teachers educators.

Introduction

The present day trend in the system of education has been changed and in addition to the cognitive development, non-cognitive development of the teachers / persons have been given more stress. Emotional intelligence(EQ) is the non-cognitive domain of the people. According to modern psychologist, the emotional intelligence is responsible for the success of a person. For every man's success intelligence quotient contribute about 20% to the factors that determine success in life. The remaining 80% is contributed by the emotional intelligence (Goleman 1985). Intelligence quotient(IQ) alone is no more a measure of personal and professional skill. It is the creativity, emotions and interpersonal skills that matter more for the success of a person. Many intellectual problems contain emotional information that must be processed(Mayor & Salovey 1990) and utilized to solve such problems. In the changing scenario due to globalization, urbanization there is increase in the number of jobs and cut-throat competition. In order to survive in a fast-changing and competitive world, every person needs to develop and nurture emotional intelligence.

The term emotional intelligence has been rooted from the social intelligence, which was first coined by EL Thorndike in 1920. Emotional Quotient(EQ) is used interchangeably with emotional intelligence. Goleman (1998) who very recently popularized the emotional intelligence defined it as, 'emotional intelligence is the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships.'

Only effective teachers can materialize policies and plans of education in the classrooms at the grassroots level. In order to perform his role effectively a teacher should be intelligent in emotion and satisfied in profession, because a teacher should first understand his own emotions and other attributes as well as the same of pupils in the teaching learning process. Since, teacher's personality, behavior, interest, attitude and emotion affect the children's behavioral pattern. Emotional intelligence is what gives a person a competitive edge(Singh, 2001).

That is why all the teacher educators if they have the knowledge of emotional intelligence and if they knows how to nurture and develop emotional intelligence among themselves, then only the teachers achieve the educational aims & objectives as they desired.

They can further mould the students and can prepare them to fit for competitive world. As it is well known that emotional intelligence can be developed at any stage of life. At workplace, besides other factors emotional intelligence of the employees plays a significant role for creative and innovative contributions (Cooper & Sawaf, 1988). In the light of the above discussion the investigators attempted to analyze emotional intelligence of the B.Ed. teacher educators in relation to their locale variations i.e. rural college teachers and urban college teachers variations both in total and component wise.

Objectives of the study

Emotional intelligence is the most popular domain of an individual, which makes him very successful in his work place, which included in the teacher education programme very recently, that is why it is necessary;

i.to analyze the emotional intelligence of the B.Ed. teacher educators in relation to their locale variations both in total and component wise.

Hypotheses of the study

H₀₁ The mean scores of emotional intelligence of rural B.Ed. teacher educators do not differ significantly from their urban B.Ed. teacher educators counterpart.

H₀₂ The mean self-awareness scores of rural B.Ed. teacher educators do not differ significantly from their urban teacher educators counterpart.

H₀₃ The mean Empathy scores of rural B.Ed. teacher educators do not differ significantly from their urban teacher educators counterpart.

H₀₄ The mean Self-motivation scores of rural B.Ed. teacher educators do not differ significantly from their urban teacher educators counterpart.

H₀₅ The mean Emotional stability scores of rural B.Ed. teacher educators do not differ significantly from their urban teacher educators counterpart.

H₀₆ The mean Managing relation scores of rural B.Ed. teacher

educators do not differ significantly from their urban teacher educators counterpart.

H₀₇ The mean Integrity scores of rural B.Ed. teacher educators do not differ significantly from their urban teacher educators counterpart.

H₀₈ The mean Self-development scores of rural B.Ed. teacher educators do not differ significantly from their urban teacher educators counterpart.

H₀₉ The mean Value-orientation scores of rural B.Ed. teacher educators do not differ significantly from their urban teacher educators counterpart.

H₀₁₀ The mean Commitment scores of rural B.Ed. teacher educators do not differ significantly from their urban teacher educators counterpart.

H₀₁₁ The mean Altruistic scores of rural B.Ed. teacher educators do not differ significantly from their urban teacher educators counterpart.

Methodology of the study

The study design is normative survey design. Emotional intelligence of the B.Ed. teacher educators have been analyzed both in total and dimension wise and locale variations i.e. rural college teachers and urban college teachers variations are considered as intervening variables. The sample for the investigation comprises 182 B.Ed.

teacher educators from Murshidabad district; where 115 rural teacher educators and 67 urban teacher educators participated in the study. The Purposive sampling procedure was adopted to select the sample. Emotional intelligence scale standardized by Hyde, et al.(2002) have been used to measure the emotional intelligence of the B.Ed. teacher educators both in total and component wise. The tool consists of 34 items to measure ten dimensions of emotional intelligence i.e. self-awareness, empathy, self-motivation, emotional stability, managing relation, integrity, self-development, value-orientation, commitment and altruistic behavior; and these ten aspects of the behaviors of the emotional intelligence of the B.Ed. teacher educators have been measured in the present study. The investigators have been used descriptive statistics of mean, median, mode and standard deviation of the obtained data to check the position of the involved variables in the study and to examine if have any mean differences.

For mean differences of the obtained scores on the variables the investigators followed the 't' test and significant differences obtained in the study analyzed and interpreted, in the subsequent pages.

Interpretation of the Test Results

Quantitative survey data have been both manually as well as through Excel processed, analyzed and results are reported i.e. interpretation of the results on emotional intelligence of the B.Ed. teacher educators both in total and component wise due to locale variations are done i.e. in accordance with the objectives and hypotheses framed in the present investigation.

On facial expression of the data, it is found that urban B.Ed. teacher educators mean scores(121.10) is higher than the mean scores(115.70) of rural B.Ed. teacher educators. The 't' ratio is found(3.71) which is significant at 0.01 level of significance. The emotional intelligence of B.Ed. teacher educators significantly differs due to locale i.e. due to rural teacher educators and urban teacher educators variations. This finding revealed the facts that the teachers in urban areas are more aware about students problems and practical aspects of teaching learning process. These may be urban teachers are more exposed with the sufficient modern facilities available in the urban areas. Due to this reason, they are much ahead to rural teacher educators as rural areas

teacher educators may be some how less exposed and less aware with modern facilities and latest trend of the education.

On the facial expression of the data, it is found that mean scores of self-awareness (14.67), empathy (18.26), emotional stability (15.23), managing relation (14.87), integrity (13.73), self-development (7.18), and value orientation (7.24) of urban teacher trainees are much higher than their counterpart i.e. than the mean of (13.46), (16.71), (13.46), (13.56), (12.12), (6.04) and (5.79) respectively scores of rural teacher educators. From the above table it is also observed that the mean scores of self-motivation (20.23), commitment (7.85) and altruistic behavior (6.48) of rural teacher educators are higher than their counterpart i.e. than the mean of (18.25), (6.33) and (5.34) respectively scores of urban teacher educators. The 't' ratios of emotional intelligence of B.Ed. teacher educators dimension wise i.e.

self-awareness(2.76), empathy(3.06), self-motivation(3.19), emotional stability(3.77), managing relation(2.93), integrity(4.08), self-development(3.31), value orientation(4.62), commitment(4.45) and altruistic behavior(3.55) are significant at 0.01 level of significance, due to their locale variations i.e. due to rural teacher educators and urban teacher educators variations. The findings have been revealed that teacher educators in, urban B.Ed. are more emotionally intelligent. The urban teacher educators are more exposed with the modern facilities and latest trends in education, may be modern facilities are sufficiently available at urban areas; moreover urban teachers gets easily to interact with different situations and media, etc. that is why, they are more emotionally intelligent.

Findings of the study

- The mean scores of emotional intelligence of rural B.Ed. teacher educators significantly differs from their urban B.Ed. teacher educators counterpart at 0.01 level of significance.
- The mean emotional intelligence dimension wise, i.e. self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviors scores of rural B.Ed. teacher educators significantly differs from their urban counterpart at 0.01 level of significance.

Conclusion

The present study revealed that rural teacher educators are far behind on various aspects of emotional competencies, which very much important for a teacher. As because rural teacher educators urgently needs to attend more seminars, symposium, refresher course and orientation courses etc. to develop their emotional intelligence.

Recommendations of the study

On the basis of the findings of the present study the following recommendations urgently draw the attention,

- Due stress should be given by the government and all the concern that emotional intelligence to be developed among the rural teachers through various means.
- The rural B.Ed. teacher educators should be urgently more exposed with the new trends in education. In this regard all authorities, regulatory bodies and stake holders' active sincere participation and involvement are need of the hour.
- B.Ed. teacher education programme should be more practical based in real sense. Teacher educators should be more aware about the real practical teaching learning problems. In no way it should be more theoretical oriented.
- Attending seminars, workshops, short term orientation programme, personality development and more stress to be given for development of teachers own non-cognitive domain i.e. emotional intelligence through various means.

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